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ABSTRACT

This report, which summarizes the results of research projects that have received funding from the Adult Education National Programs in 1988-1994, is designed to share research outcomes with individuals who are delivering adult education services or conducting their own research on adult education and literacy. The introduction contains background information on the Adult Education National Programs. The remainder of the report presents descriptions of the following: 3 studies of program practices that have demonstrated their effectiveness in promoting adult literacy (especially family literacy and English as a Second Language); 4 studies evaluating the effectiveness of various aspects of adult education programs; 14 studies describing key aspects of adult education programs, resources, and issues; 9 development and design studies conducted to identify program development, administration, and improvement strategies; 7 commissioned papers analyzing, describing, or recommending possible improvements in adult education and literacy programs/program delivery; and 11 studies identifying how and where technical assistance can be applied in the adult education field to yield maximum results. Appended are the following: tables summarizing the funding history of the Adult Education National Programs, list of federal contact agencies and contact persons, and list of sources of program documents and other products. (MN)

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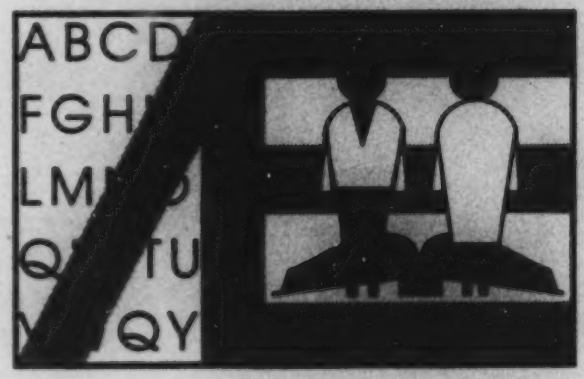
PUTTING RESEARCH RESULTS TO WORK

A Guide to the Adult Education National Programs



Prepared by:
Division of Adult Education and Literacy
U.S. Department of Education

January 1995

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PUTTING RESEARCH RESULTS TO WORK

A Guide to the Adult Education National Programs

1988 - 1994

Prepared by:

Division of Adult Education and Literacy
Office of Vocational and Adult Education
U.S. Department of Education
Washington, DC 20202-7240

January 1995

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C	Where to Obtain Documents and Other Products

Introduction

This report summarizes the research results of projects that have received funding from the Adult Education National Programs, covering fiscal years 1988 through 1994. The purpose of the report is to share research outcomes with those in the field who are delivering adult education services or who are conducting their own research on adult education and literacy. Other background on these research activities is as follows.

Authority for Supporting and Disseminating Research

The Department of Education funds a variety of research in the field of adult education and literacy. The Office of Vocational and Adult Education plans and administers research and related projects, which were initially authorized by Congress in 1988 under the Adult Education Act. The Congressional intent was to "support applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education in the Nation."

Program Administration

This research program, called the Adult Education National Programs, is jointly planned and administered by the Office of Vocational and Adult Education (OVAE) and the Planning and Evaluation Service (PES)—both major units of the U.S. Department of Education. Other entities responsible for planning and funding adult education and literacy research projects include the Department's Office of Educational Research and Improvement and the National Institute for Literacy, a separate federal agency. This report reviews only those projects funded or administered by the Office of Vocational and Adult Education. (The information in Appendix C, which shows where to

obtain documents and other products, can also be used to contact other organizations that fund research activities.)

Funding

Funding for research studies administered by OVAE over the past four years has totaled $14,805,320, as indicated in the funding history chart included as Appendix A. Projects have ranged from small commissioned papers to nationally representative surveys.

Organization

Studies and projects funded under the Adult Education National Programs are conducted through grants or contracts and are of six main types (corresponding to the sections that follow):

I Studies of Effective Practices and Programs
II National Impact Studies
III Descriptive Studies
IV Developmental and Design Studies
V Commissioned Papers
VI Technical Assistance.

For each project abstracted in this report, a federal contact is identified and product availability indicated. Note that some products prepared under these contracts were intended only for internal use by a federal agency or division; some are no longer in print; and others would be difficult to duplicate because of size or other problems. Information in the text indicates which documents and other items are available to the public. More detailed contact and availability information appears in Appendices B and C, respectively.

Table 1 is an alphabetical listing of all the projects and commissioned papers named in this report.

Table 1. Alphabetical Listing of Project Names and Contractors

Project Name (page in main report)	Contractor
ABE/ESL Portfolio Assessment Guidebook (33)	[commissioned paper]
ABE/ESL Teacher Training Project (5)	Pelavin Associates, Inc.
Adult Education Management Information System (34)	[commissioned paper]
Adult Education Performance Data: Improving Federal Management and Program Performance (26)	Research Triangle Institute (RTI)
Adult Education Programs and Services: A View From Nine Programs (16)	Pelavin
Adult Education Reauthorization: Background (21)	Mathematica Policy Research, Inc.
Adult Numeracy Education: Agenda for Action (28)	National Center for Adult Literacy (NCAL)
Analyses of Longitudinal Data on Adult Education Clients (22)	Pelavin
Case Studies of Promising Family Literacy Programs (6)	RTI
Comparison of Adult Education Tests (31)	Pelavin
Design Guidance for Effective Studies (26)	Pelavin
Design Guidance for Workplace Literacy Evaluations (25)	RTI
Education of Adult Migrant Farmworkers (15)	Slaughter & Associates
Effective Workplace Literacy Projects (11)	Mathematica
Evaluation Data Syntheses for Adult Education Reauthorization (20)	RTI
Evaluation Guidance for Workplace Literacy Programs (38)	Applied Behavioral and Cognitive Sciences, Inc.
Identifying Effective Adult Education Programs and Practices (33)	[commissioned paper]
Instructional Technology Resource Guide for Staff Development (34)	[commissioned paper]
JOBS Evaluation: Adult Education Study (10)	Manpower Demonstration Research Corporation, Inc. (MDRC)
JOBS Technical Assistance Project (38)	National Alliance of Business (NAB)
Joint Study of Federal Funding Sources and Services for Adult Education Programs (17)	COSMOS Corporation
Longitudinal Study of Evaluations Conducted in the National Workplace Literacy Program (35)	[commissioned paper]
Major National Literacy Volunteer Organizations (18)	Westat, Inc.
Mexico Border Project (27)	CAL, Inc.
National Adult Literacy Survey (NALS) (17)	Educational Testing Service (ETS)
National Conference on Indian Adult Education (41)	Power and Associates, Inc.
National ESL Clearinghouse on Literacy Education (44)	National Clearinghouse on Literacy Education (NCLE)

Project Name (page in main report)	Contractor
National Evaluation of Adult Education Programs (9)	Development Associates, Inc.
National Evaluation of the Set-Aside for Teacher Training and Innovation in Adult Education (7)	RMC Research Corporation, Inc.
Planning for Adult Education Software Development (29)	NCAL
Professional Development Assistance Project (43)	Pelavin
Review and Educational Testing Service/National Assessment of Educational Progress (ETS/NAEP) Reanalysis of Data from the Young Adult Survey (16)	Pelavin
Review of Adult Education Data Systems (16)	Pelavin
Review of Adult Education for the Homeless Program (19)	Pelavin
Review of the National Workplace Literacy Program (18)	Pelavin
Review of State Adult Education Grant Allocations (20)	RTI
Special Analyses of Census Data on Indians and Non-English Speakers (36)	U.S. Bureau of the Census
State Evaluation Assistance Project (39)	Pelavin
State Implementation of the National Literacy Act (41)	Pelavin
State Information Network (30)	Pelavin
State Set-Aside Evaluations (12)	RTI
Tabulations of 1990 Census of Population Data on Adults (35)	[commissioned paper]
Teacher Training Using Interactive Teleconferencing (29)	NCAL
Technical Assistance for the Dissemination of Findings from the 1992 National Adult Literacy Survey (43)	NAB
Technical Assistance Project for State Accountability and Assessment (40)	Pelavin
Testing and Assessment in Adult Basic Education and English as a Second Language Programs (37)	Applied Behavioral and Cognitive Sciences, Inc.
Transitions: Building Partnerships Between Literacy Volunteers and Adult Education Programs [conference] (42)	NAB
Welfare Client Analyses and Review (22)	MDRC

Part I

Effective Practices and Programs

This section describes program practices that have demonstrated their effectiveness in promoting adult literacy—in particular, family literacy and English as a second language.

Training of teachers and volunteer instructors

ABE/ESL Teacher Training Project
Pelavin Associates, Inc.
Washington, DC

Funded in fiscal years 1989-1993, the Teacher Training Project surveyed staff development activities for adult basic education (ABE) and English as a second language (ESL) teachers and volunteer instructors. During Phase I of this two-phased study, investigators examined the delivery and content of training for ABE and ESL teachers and volunteer instructors. Key Phase I activities, completed in February 1992, included developing state profiles and making site visits to nine training programs. The reports from Phase I are:

- *Study of ABE/ESL Instructor Training Approaches: State Profile Report*,
- *Study of ABE/ESL Instructor Training Approaches: Key Elements of Adult Education Teacher*, and
- *Volunteer Training Programs*.

These reports are available from the National Technical Information Service (NTIS).

In Phase II, researchers developed and field tested eight instructional packets for training ABE and ESL teachers and volunteer instructors,

and led a workshop for trainers from across the nation. They produced 10 publications, all with the main title *Study of ABE/ESL Instructor Training Approaches* and subtitles as follows:

- *The Adult Learner,*
- *Communicative ESL Teaching,*
- *Monitoring Student Progress,*
- *Team Learning,*
- *Planning for Instruction,*
- *Whole Language Approach,*
- *Working with Volunteers,*
- *Mathematics: Strategic Problem Solving,*
- *Improving Thinking Skills for Adult Learners,* and
- *Learning Disabilities: Learner-Centered Approaches.*

These publications are available at cost from the NTIS.

Federal contact: *Joyce Campbell*

Identifying program factors that lead to good results

Case Studies of Promising Family Literacy Programs
Research Triangle Institute (RTI)
Research Triangle Park, NC

What types of adult education activities and services best help participants in family literacy programs? In considering this question, this project is building upon the completed Even Start Evaluation study conducted by Abt Associates, Inc. Abt developed a comprehensive database on 120 projects, including information on program services and participant outcomes, general equivalency diploma (GED) attainment, pre- and posttest scores on the Comprehensive Adult Student Assessment System (CASAS), and hours of adult education instruction. These data can identify promising sites for further analysis and review. The RTI study is also drawing upon relevant findings from the National Evaluation of the Adult Education Program to identify local family literacy programs that appear to have especially promising adult education components.

Project researchers are reviewing and updating the research literature on family literacy. They are also conducting up to nine case studies of local family literacy programs, most of which come from the Even Start database. The case studies are examining the general characteristics of participants, target populations, recruitment strategies,

staff turnover, participant dropout rate, instructional strategies, successful integration of the curriculum, methods of assessment, technology required, training needs and staff qualifications, program operation costs, level of collaboration with other agencies, methods used for local evaluation, and outcome data. The emphasis is on identifying the specific project philosophies, practices, curricula, and staffing that appear to contribute to good results for adults.

A final report will be available in July 1995.

Federal contacts: *Julia Shepherd*
Barbara Vespucci

Evaluation of state and federal activities, Section 353

National Evaluation of the Set-Aside for Teacher Training and Innovation in Adult Education
RMC Research Corporation, Inc.
Portsmouth, NH

This is a three-year national evaluation of the Adult Basic Education Special Demonstration and Training Programs funded under Section 353 of the Adult Education Act. This evaluation will provide a comprehensive picture of federal and state systems that support the development, implementation, and dissemination of Section 353-funded activities. Issues to be explored include how the size of a state's allotment affects the types of training and innovation projects it supports, what criteria are in place to select projects, how research and new technologies are incorporated into innovative activities, and how linkages within and across states promote dissemination.

Data for this study will be gathered through interviews with federal and state adult education administrators and through surveys of Section 353-funded training providers and training recipients. Additional data will be gathered from a panel of experts who will review Section 353-supported projects for their innovation, quality, significance, and replicability.

A final report is due in the fall of 1996.

Federal contacts: *George Spicely*
Lenore Jaffe Garcia

Part II

National Impact Studies

These studies evaluate the effectiveness of various aspects of adult education programs—or the adult education component of other related federal social service programs—for their national impact. Findings from these studies assist educational and social service policymakers to improve program management at both the federal and state levels.

Major national study of the delivery system

National Evaluation of Adult Education Programs
Development Associates, Inc.
Arlington, VA

This longitudinal, nationally representative study of adult education participants describes and assesses adult education programs. Researchers used funds in fiscal years 1989 and 1990 to survey all adult education service providers supported by federal funds and to collect base-year data on new adult clients from a representative sample of such providers. Fiscal year 1991 and 1992 funds supported data analysis and completion of the study. Clients entering the adult education program over a one-year period were followed for up to 18 months to obtain comprehensive measures of the intensity and duration of participation. Investigators evaluated program outcomes by applying benchmark data on learning gains, and by comparing data for the service population to independent, Census-based data for the target population.

Specific objectives of the study were to:

- Obtain representative data on the characteristics of adult education clients, estimate participation rates of the target population for this program, and evaluate how participation related to employment outcomes.

- Identify client background factors and service program characteristics that contribute to client persistence, especially for adults with the lowest level of basic skills.

- Assess the importance of teacher qualifications, use of volunteers, use of tests, provision of support services, and other factors commonly identified as having a direct impact on client success.

- Assess local coordination of funding and services, assess national and regional demand for adult education and available service capacity, estimate learning gains as related to hours of instruction, and estimate service costs.

Specific findings appear in three interim reports (March 1992, September 1993, and April 1994) that are all available from Development Associates. A fourth interim report is expected in late 1994. An executive summary synthesizing the findings from these reports will be available from the Division of Adult Education and Literacy in December 1994.

The project is creating three valuable databases for other researchers to use: a survey of all adult education service providers who receive Adult Education Act funds; comprehensive program profiles for a sample of 130 providers; and background and participation data for about 22,000 clients. Public use data files on service providers and clients are available at cost from Development Associates.

Federal contacts: *Rob Barnes*
Ronald Pugsley

JOBS program evaluation

JOBS Evaluation: Adult Education Study
Manpower Demonstration Research Corporation, Inc. (MDRC)
New York, NY

A major national impact evaluation of the Job Opportunities and Basic Skills Training (JOBS) welfare-to-work program is being carried out at seven sites under this contract with the Department of Health and Human Services (HHS). In fiscal year 1991, the Department of Education signed a Memorandum of Agreement with HHS to broaden the scope of work. The expanded program provided funds to support: (1) literacy and math achievement testing on a random sample of 3,000 JOBS treatment and control group participants at three sites, (2) an

augmented sample size, and (3) an implementation and process study of local adult education providers for the treatment groups.

The Department has taken steps to add two more tasks to the JOBS evaluation contract. In the first phase of this new work, MDRC will produce a synthesis paper summarizing recipients' characteristics, as well as addressing key issues such as appropriateness of services, their effectiveness, and adequacy of supply. In the second phase of this review, researchers will complete case studies of adult education programs serving recipients of Aid to Families with Dependent Children (AFDC) and will identify key unanswered questions regarding adult education for welfare recipients. MDRC will also (1) complete selected analyses of the survey of teachers of JOBS participants and (2) interview administrators of JOBS adult education programs.

The contractor will analyze the existing database from the GAIN (California JOBS program) evaluation to isolate the impact of participation in adult education on educational achievement, earnings, and welfare dependency. Finally, researchers will carry out field work at the San Diego GAIN learning centers to identify factors behind that program's apparent success in enhancing participants' basic skills.

A final report on sites and client characteristics is available from MDRC. A major report on JOBS' impact is due in 1997.

Federal contacts: *George Spicely*
Lenore Yaffee Garcia

Impact of workplace programs

Effective Workplace Literacy Projects
Mathematica Policy Research, Inc.
Princeton, NJ

To determine "what works" in workplace literacy programs, this study will take a comprehensive look at workplace literacy projects funded in fiscal year 1993 under the National Workplace Literacy Program (NWLP). The study will assess the impact of these projects on worker job performance, worker earning power, job retention and promotion, workplace productivity, and the work environment. Information about the impact of program participation upon workers will provide the basis for the second dimension of this study: identifying effective workplace literacy projects and practices, and developing a model to validate effective workplace literacy strategies.

Researchers will design and use (1) a National Workplace Literacy Information System (NWLIS) to collect uniform information from all NWLP grantees on a semiannual basis; (2) indepth case studies (IDSs) which will include site visit interviews and focus groups; and (3) a participant outcomes study that documents the effect of program participation on worker productivity, earnings, and career advancement.

The evaluation will produce two final reports. One report will focus on the impact of the program on employee job performance, employee earning power, and retention. The second report will highlight workplace literacy projects and practices determined to be effective, and propose a model for validating effective strategies. These final reports will be submitted in 1998.

Federal contacts: *Sarah Newcomb*
Sandra Furey

Evaluation of State Literacy Resource Centers and Gateway Grants

State Set-Aside Evaluations
Research Triangle Institute (RTI)
Research Triangle Park, NC

This study will look at the state set-aside program provisions of the State Literacy Resource Centers and the Gateway Grant Program. The purposes are to describe how the programs are functioning and to establish a basic information base upon which further evaluation of the programs can take place.

State Literacy Resource Centers

The State Literacy Resource Center Program, established under the National Literacy Act of 1991, provides formula grant funds to states and eligible territories to establish state or regional adult education and literacy resource centers. These centers are designed to: (1) stimulate the coordination of literacy services, (2) enhance the capacity of state and local organizations to provide literacy services, and (3) serve as a reciprocal link between the National Institute for Literacy and literacy service providers in the states. Initial funding for this program began in fiscal year 1992. To date, all states have either established a state literacy resource center or entered a consortium of states to form a regional center.

This study will obtain a detailed description of how the State Literacy Resource Centers Program has been implemented in the states. Specifically, the study will:

- Describe the organizational and administrative arrangements that the states use in operating their centers;
- Describe specific activities states are funding to support program operations of state literacy resource centers;
- Describe collaborative arrangements centers are using in coordination with other federal programs and literacy providers;
- Assess the extent to which states have established objectives related to quality outcomes or products, and evaluation criteria for assessing center operations; and
- Develop recommendations for improving the quality of state or regional operations.

Gateway Grants

The Gateway Grant Program, established under the National Literacy Act of 1991 as a set-aside under section 322 of the Adult Education Act, offers competitive two-year grants to public housing authorities for literacy programs and related services. To ensure coordination of services, any public housing authority receiving a Gateway Grant must consult with local adult education providers. The administering state educational agency for Adult Education Act funds is responsible for determining the level of funding, type of application, and funding procedures.

The Education Secretary must, at least every two years, evaluate any Gateway Grants funded under this authority and report the results to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate.

The evaluation has two purposes. The first is to evaluate generally how effective the service delivery structure under the Gateway Grant Program is at increasing access to and improving the quality of services for adult residents of public housing. Effectiveness indicators for this group are to be compared against indicators of retention, recruitment, and learning gains among the general provider network. Second, the

evaluation is to describe the size and scope of the Gateway Grant programs, the number and demographic characteristics of the participants, the services provided, the cost of those services, and so forth.

Overall, the objectives of the Gateway Grant evaluation are to:

- Prepare a comprehensive description and analysis of the grant program;
- Collect and supply information on the impact of adult education and literacy services provided by public housing authorities under the Gateway Grant Program, including information on the literacy levels, educational attainment, and other key characteristics of the target population, public housing residents; and
- Provide data and recommendations for the Department of Education and Congress to use in developing future policy.

To accomplish these objectives, RTI will review existing data; survey state educational agencies, participating public housing agencies, and other agencies; and conduct on-site reviews of a sample of Gateway Grants. A final report is expected in mid-1995.

Federal contacts: *Mike Dean*
George Spicely
Nancy Rhett

Part III

Descriptive Studies

Descriptive studies such as the ones addressed below discuss key aspects of adult education programs, resources, and issues. Through national surveys, case studies, and program reviews, these studies both deepen and broaden the information available about the implementation and impact of adult education programs.

Literacy programs for migrant farmworkers

The Education of Adult Migrant Farmworkers
Slaughter & Associates
Woodland Hills, CA

The purpose of this project, funded from October 1989 through January 1991, was to develop a resource base for adult education administrators and teachers in planning, developing, and evaluating effective literacy programs for adult migrant farmworkers. The first phase included a search and review of the literature, an analysis of state plans, and development of a "state of the art" report on the condition of adult migrant farmworker programs. In the second phase, researchers visited nine programs serving farmworkers in California, Florida, New York, Pennsylvania, Texas, and Washington.

The Final Technical Report, titled *The Education of Adult Migrant Farmworkers*, was issued in January 1991 in two volumes. Volume One includes reports of site visits, as well as sections on outreach, recruitment and retention, support services, and assessment of student progress and program effectiveness. Volume Two includes modified versions of several Volume One sections, a Basic Skills Curriculum Framework, and Life Skills Course Outlines. Volumes One and Two are available for purchase from Slaughter & Associates.

Federal contact: *Joyce Campbell*

"Typical" adult education programs

Adult Education Programs and Services: A View From Nine Programs
Pelavin Associates, Inc.
Washington, DC

Funded in fiscal year 1988, this study involved the review of available research literature and site visits to nine "typical" adult education programs. The aim was to describe program services, funding, coordination with other programs, and barriers to effective service delivery. The final report, which focuses on issues of concern raised by local program directors, was issued in November 1990. A limited supply of the reports is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contact: Ronald Pugsley

Assessment of NAEP screening instrument

A Review and Educational Testing Service/National Assessment of Educational Progress (ETS/NAEP) Reanalysis of Data from the Young Adult Survey
Pelavin Associates, Inc.
Washington, DC

Researchers analyzed data from the National Assessment of Educational Progress (NAEP) Young Adult Survey to assess the screening instrument used in predicting low-end literacy and to review technical features of the tests and sample used in the NAEP assessment. A final report was issued in 1988 and is available from Pelavin Associates.

Federal contact: Rob Barnes

State data collection systems

Review of Adult Education Data Systems
Pelavin Associates, Inc.
Washington, DC

With the goal of providing information on the state data collection systems, Pelavin Associates submitted data to the Department of Education, described state procedures for collecting and reporting data, and recommended ways to improve data collection. The report containing these results is intended to guide the Department in providing technical assistance to states on data collection and in reformatting the data collection forms it requires states to use. The

project was funded in fiscal year 1988, and a final report was issued in August 1990. Copies were not made available since the study's focus was internal.

Federal contact: *Mike Dean*

National survey on literacy skills

National Adult Literacy Survey (NALS)
Educational Testing Service (ETS)
Princeton, NJ

This Congressionally-mandated project, launched in 1988, assessed a national sample of youth and adults over the age of 16 to ascertain the literacy skills of the adult population. Researchers undertook preliminary studies to define minimum literacy skills, test instruments and field procedures, and prepare a sample design. The survey was conducted in 1992. A summary of the survey findings is available from the Division of Adult Education and Literacy Clearinghouse. Copies of the full report are available at cost from the Government Printing Office.

Federal contacts: *Ronald Pugsley*
Andrew Kolstad

Study of funding sources

Joint Study of Federal Funding Sources and Services for Adult Education Programs
COSMOS Corporation
Washington, DC

The Study of Federal Funding Sources and Services for Adult Education was mandated under Section 6214 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. These Amendments called for an interagency study of federal funding in adult education. The three sponsoring federal agencies—the Departments of Education, Labor, and Health and Human Services—were interested in determining the types of adult education services and funding sources that are available to state and local education agencies. This report identifies the scope of federally supported adult education programs and assesses the federal resources and services available to them. The interim report was released to Congress in October 1991.

A companion volume, *Patterns of Promise*, was issued in January 1993. It analyzes the organizational arrangements and strategies that states use to promote coordination, addresses the barriers that state and local agencies encounter when they attempt to work together, and presents five case studies of state and local adult education agencies' interagency coordination activities. Both reports are available from the National Technical Information Service (NTIS).

Federal contacts: *Ronald Pugsley*
Barbara Vespucci

Review of first-year workplace literacy programs

Review of the National Workplace Literacy Program
Pelavin Associates, Inc.
Washington, DC

This study reviewed the Department of Education's discretionary National Workplace Literacy Program (NWLP), which the 1988 reauthorization of the Adult Education Act established. Investigators examined funded projects during their first year of operation.

Project staff reviewed the research literature on workplace literacy, conducted telephone interviews with state officials responsible for workplace literacy programs, and completed case studies of six local programs. The report highlights elements of promising programs, as well as critiquing evaluation components of the local projects. The final report, titled *A Review of the National Workplace Literacy Program*, was issued in May 1991 and is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contacts: *Sarah Newcomb*
Sandra Furey

Review of two volunteer organizations

The Major National Literacy Volunteer Organizations
Westat, Inc.
Rockville, MD

Westat reviewed two major national volunteer literacy organizations, Laubach Literacy Action (LLA) and the Literacy Volunteers of America (LVA), during 1991-92. Together, LLA and LVA have 150,000 literacy volunteers actively tutoring or providing administrative support in over 1,400 educational programs nationwide. The networks

of these organizations account for an estimated 90 percent of literacy volunteer training and recruitment activities.

The study examined the structure and activities of these two national literacy volunteer organizations and the role of the state-level literacy volunteer offices. Investigators selected six literacy volunteer programs (three LVA and three LLA) for case studies. The case studies looked at the organizational structure, recruitment, training, management, and retention of volunteers; recruitment and retention of students; curriculum development; instructional methods; and data collection and management information systems of the local programs. The final report, titled *The Major National Adult Literacy Volunteer Organizations: A Descriptive Review*, is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contacts: *Julia Shepherd*
Barbara Vespucci

First review of education for the homeless

Review of Adult Education for the Homeless Program
Pelavin Associates, Inc.
Washington, DC

The purposes of this study, initiated in 1992, were (1) to review and analyze operations and services of the Adult Education for the Homeless (AEH) Program and (2) to develop evaluation guidelines that projects could draw upon in conducting their own evaluations. This study gathered both qualitative and quantitative data to:

- Provide comprehensive, detailed descriptions and analyses of the homeless program;
- Examine the range of literacy skills among program participants; and
- Determine whether an impact evaluation is feasible and how to identify and validate effective programs.

The Office of Vocational and Adult Education (OVAE) also would be able to use the data and recommendations to develop criteria for reviewing applications jointly with the Department of Housing and Urban Development.

To accomplish these objectives, Pelavin Associates reviewed existing data, convened a meeting of state and local program coordinators, and visited a representative sample of selected projects. A report is expected to be issued in late 1994.

Federal contacts: *James Parker*
Sandra Furey

Distribution of funds to local providers

Review of State Adult Education Grant Allocations
Research Triangle Institute
Research Triangle Park, NC

This study, initiated with fiscal 1991 funds, is using data from several sources to describe the distribution of Adult Education Act funds by states to local providers. Researchers are analyzing funding data to clarify the patterns of distribution for Adult Education Act funds, the extent of concentration and targeting, and the extent to which funds are distributed to counties/school districts with the greatest numbers of educationally disadvantaged adults. The study is also describing state administration processes and policies for distributing federal funds. Fiscal 1992 funding supported a set of case studies to provide additional context information and examples. A report will be issued in late 1994.

Federal contacts: *Ronald Pugsley*
Nancy Rhett

Summary of program evaluation findings

Evaluation Data Syntheses for Adult Education Reauthorization
Research Triangle Institute (RTI)
Research Triangle Park, NC

For this evaluation synthesis project, the contractor is expected to (1) identify key issues for reauthorization; (2) conduct a comprehensive review of previous and ongoing evaluations and research in adult education and related programs regarding these issues; (3) conduct interviews with knowledgeable federal and nonfederal officials; (4) consult with state and local officials and practitioners; and (5) prepare reports, data tables, briefing papers, and other materials for the Department to use in reauthorization deliberations. Among the issues and questions important to reauthorization and of interest for this project are: targeting, effectiveness of specific federal adult education

programs, linkages/coordination, funding, program accountability, and effectiveness of adult education programs in general.

Specifically, RTI will review the evaluation and research literature; complete interviews with key officials; obtain input from practitioners, researchers, and other relevant respondents; analyze secondary data; complete a special analysis of the military services' instructional approaches, including use of technology; and prepare two reports—an initial one that synthesizes what was known by summer 1994, and a final one updated with data from later evaluations and submitted in the spring of 1995.

The first report is a synthesis of evaluations and research findings around reauthorization issues. The final report is expected to be available by April 1995.

Federal contact: *Nancy Rhett*

Review and synthesis of programs

Adult Education Reauthorization: Background
Mathematica Policy Research, Inc.
Washington, DC

This paper will review and synthesize information on federal adult education programs in preparation for the reauthorization of the Adult Education Act. Specifically, the review includes:

- An *analysis of descriptive data* on adult education, in order to consider the major components of the adult education delivery system as it now exists in the United States;
- An *analysis of the effectiveness* of adult education programs and services in terms of various effectiveness criteria, retention rates of learners, national literacy goals, the human capital effects of the program, the personal and social outcomes of program participation, and program benefits for specific population groups; and
- An analysis of possible alternative ways to improve traditional adult education.

The report will be available in the spring of 1995 from the Division of Adult Education and Literacy Clearinghouse.

Federal contacts: *Ronald Pugsley*
Nancy Rhett

Validation of previous analyses, and new findings

Analyses of Longitudinal Data on Adult Education Clients
Pelavin Associates, Inc.
Washington, DC

This study is reanalyzing national adult education data collected on adult basic education clients in order to validate the previous findings and to complete new analyses. The results will be written in three reports: one report will discuss the implications of the analyses for adult education policy issues; the second report will examine adult education practices; and the third will discuss methodological issues. These final reports will be completed in December 1995.

Federal contacts: *Ronald Pugsley*
Robert Barnes

Examining services for welfare recipients

Welfare Client Analyses and Review
Manpower Demonstration Research Corporation
New York, NY

This descriptive study is synthesizing what is known and evaluating the need for new analytic work in this key area. The study is examining the services currently available to and used by welfare recipients, focusing on such issues as: To what extent do states or local providers tailor adult education services to this specific population? To what extent do services appear to be appropriate to the special needs of this population? To what extent does the supply of services appear adequate? What special auxiliary services (e.g., on-site child care, case services) appear adequate? What evidence exists that particular adult education programs or strategies are effective in contributing to improved life outcomes and reduced dependency for welfare clients?

Methodologies include a review of completed and ongoing studies and related literature, and supplementary case studies. A report will be available in June 1995 from the Office of the Undersecretary, U.S. Department of Education (see Appendix B).

Federal contacts: *Ronald Pugsley*
Audrey Pendleton

Part IV

Developmental and Design Studies

Development and design studies give state administrators more program and administrative strategies to use and help them make improvements in key program areas. Objectives of these types of studies are to improve the quality and effectiveness of program instruction, administration, and staff development.

Workshop on evaluation design

Design Guidance for Workplace Literacy Evaluations
Research Triangle Institute
Research Triangle Park, NC

This project brought together researchers and practitioners, in a workshop setting, to discuss alternative evaluation designs for national-level validation studies of workplace literacy projects. Participants in the April 1933 workshop were: leading workplace literacy experts, education researchers, program evaluators, and key representatives from business, labor, and education partners involved in current workplace literacy projects. At the workshop, some researchers presented commissioned papers on likely components of effective workplace literacy programs; others presented papers discussing plausible outcome measures and other methodological issues. These papers were compiled into one document, which was issued in the summer of 1994. Copies of the report will be made available through the Educational Resources Information Center (ERIC).

Federal contacts: *Sarah Newcomb*
Sandra Furey

Program effectiveness

Design Guidance for Effective Studies
Pelavin Associates, Inc.
Washington, DC

In response to the great need to identify, validate, and disseminate exemplary programs and practices in adult education, the Department of Education funded a study in fiscal year 1990 to provide methodological guidance on what makes a program effective. A key activity of this project was a 1992 design conference that brought together experts, administrators, and practitioners to consider issues and methodologies for identifying and validating effective programs and practices. The final report was issued in the fall of 1993 and is available from Nancy Rhett (see Appendix B).

Federal contacts: *Mary Lovell*
Nancy Rhett

Selecting performance indicators for the national program

Adult Education Performance Data: Improving Federal Management and Program Performance
Research Triangle Institute (RTI)
Research Triangle Park, NC

This study examined key performance indicators and measures that the Division of Adult Education and Literacy (DAEL) could use in managing the federal adult education program. Project researchers also made recommendations concerning core measures for those indicators. The four specific study objectives were to:

1. Identify key performance indicators for the Division of Adult Education and Literacy to use in managing the federal adult education program;

2. Recommend core measures for those indicators;

3. Review existing federal data collections on adult education;

4. Examine the extent to which data needed for recommended key indicators and core measures are included in existing federal data collections; and

5. Propose other sources of data for these measures, as needed.

In conducting this study, RTI assessed DAEL's model federal indicators of program quality and selected the ones deemed key for effective federal management of the program. Investigators also considered the utility of the alternative measures for federal purposes, and selected "core" measures for the key indicators; examined amendments to State Adult Education Plans submitted in July 1993; and analyzed the extent to which data for the core measures are available from existing federal information collection activities. The contractor also developed recommendations for gathering data for the remaining core measures.

A report, titled *Adult Education Performance Data: Improving Federal Management and Program Performance*, was submitted in February 1994. This report was intended for internal use only.

Federal contacts: *Mike Dean*
Nancy Rhett

Education cooperation between border states and Mexico

Mexico Border Project
CAL, Inc.
Los Angeles, CA

Under the auspices of this project, education agencies in the border states of Arizona, California, Nevada, New Mexico, and Texas will continue to cooperate with counterpart agencies in Mexico. A bilateral plan to expand collaborative efforts at the national, state, and local program levels will be developed and implemented. In addition, the U.S. border states will continue pilot testing the educational curriculum developed in association with Mexico. U.S. and Mexican adult education programs will carry on collaborative efforts in staff development and will share information on effective adult education practices.

One example of such collaboration is a conference that the Office of Vocational and Adult Education and the border states will hold in the spring of 1995 to reinforce and expand the educational ties between the Mexican and U.S. adult education systems. Conference participants will discuss and develop plans for cooperation among the U.S. federal government, Mexico, and the border states in the areas of education-to-work transition, bilingual training, national service programs, family literacy, distance education, cross-border student tracking, student

competencies/standards, student assessment, and research and development. A final report is expected in late 1996.

Federal contact: *James Parker*

Strategies to improve numeracy education

Adult Numeracy Education: Agenda for Action
National Center for Adult Literacy
University of Pennsylvania
Philadelphia, PA

This project involves a partnership between the National Center for Adult Literacy (NCAL), the National Council of Teachers of Mathematics, and the Department of Education's Office of Vocational and Adult Education and Office for Education Research and Improvement. Project staff conducted a conference during March 20-22, 1994, concerning strategies to improve adult numeracy education in the U.S. The conference brought together major stakeholders from the mathematics education and adult education communities, and from business, labor, federal, state, and nongovernmental organizations. Conference attendees explored perspectives of the different organizations, identified critical issues, and discussed possible future steps to improve instruction and services.

NCAL organized a working group to develop and submit an outline for an "action plan" of recommended steps for reforming adult numeracy education. The plan also summarizes key issues needing to be addressed by policymakers and the adult education and mathematics education communities. The working group is basing its work on information generated during the conference, on examination of other pertinent materials, and on feedback from participants in a workshop held in May 1994. A copy of the conference proceedings is available from NCAL.

Federal contacts: *Ronald Pugsley*
Mary Lovell

Distance education and professional development

Teacher Training Using Interactive Teleconferencing
National Center for Adult Literacy
University of Pennsylvania
Philadelphia, PA

The National Center for Adult Literacy (NCAL) is designing and producing five interactive videoconferences for adult education and literacy service providers. This project involves collaboration among the Office of Vocational and Adult Education, NCAL, the Public Broadcasting Service's Adult Learning Systems unit, and Station WHYY Public Television.

This video series is addressing the need for high-quality, accessible, innovative, cost-effective professional development. Simultaneously, it is testing and demonstrating the feasibility of distance education for teacher training. Content of the programs focuses on innovations in the field of adult literacy, such as research and instructional innovations.

The first videoconference, held on April 28, 1994, and viewed at more than 850 sites, focused on Technology: New Tools for Adult Literacy. Plans are under way for the next videoconference, to be held in December, which will discuss strategies to improve math education for adult learners. Because the videoconferences are expected to continue into 1995, a final report is not available.

Federal contacts: *Ronald Pugsley*
Mary Lovell

Conference on software development

Planning for Adult Education Software Development
National Center for Adult Literacy
University of Pennsylvania
Philadelphia, PA

The National Center for Adult Literacy (NCAL) convened a national conference of federal and state policymakers, local adult education providers, software publishers, and research and development specialists in technology and adult education. The purpose was to explore new ways to stimulate the development of high-quality adult education software. The two-day invitational conference was held on October 18 and 19, 1994, for around 60 invitees. A follow-up workshop will be held in the spring of 1995 to consider the progress made since the conference was held. Investigators will write a final

report synthesizing the papers, the conference, and follow-up workshop.

Federal contacts: *Ronald Pugsley*
Mary Lovell

System for state and national data transfer

State Information Network
Pelavin Associates, Inc.
Washington, DC

This project will design and assess a system that can meet both the Department of Education's need for improved data transfer and the information exchange objectives of Section 383 of the Adult Education Act. Pelavin Associates will design and test an electronic information network to transfer data and information on adult education programs. Equipment required will be limited to personal computers with modems.

State directors will be able to communicate with the network via modem. They may participate in a bulletin board on issues related to improvements in national and state adult education policy and programs, and may transmit data, if desired.

The network will allow states and local programs to transfer data from data collection efforts *approved by the Office of Management and Budget* (OMB). Although the Department will not require any state to submit data via this system, it will be one option that many states likely will use. The system will also permit exchange of information on research and evaluation results, as well as on model and innovative adult education practices.

Specific objectives include:

- Design and implement a national electronic data exchange and information network for adult education.
- Train Department staff and adult education state directors in how to use the system.
- Test the system for seven months and make revisions as necessary.

- Provide reports to the Department that assess how well the system is working, completely describe it, and suggest options for future use.

A report was submitted in the fall of 1993 for internal use by the Department.

Federal contacts: *Nancy Rhett*
Ronald Pugsley

Review and commissioned papers on testing

Comparison of Adult Education Tests
Pelavin Associates, Inc.
Washington, DC

This project is studying the feasibility of comparing adult education tests. First, the contractor will complete a review of the currently available tests. Then a group of adult education experts will meet to identify the issues involved in adult education assessment, using the results of the review as a basis for their discussion. From the meeting of experts, a number of papers will be commissioned to explore in greater depth the various aspects of adult education tests. A final report will be available in the summer of 1995.

Federal contacts: *Ronald Pugsley*
Audrey Pendleton

Part V

Commissioned Papers

Commissioned papers, as discussed here, are writings that analyze, describe, or recommend possible improvements concerning a single topic, issue, or policy that is of interest to the Division of Adult Education and Literacy or to the adult education and literacy community. These papers are focused, thoughtful analyses that highlight single issues of particular interest to adult education service providers.

Experimental design in research and evaluation

Identifying Effective Adult Education Programs and Practices
Larry Condelli
Pelavin Associates
Washington, DC

This paper, funded in 1992, describes options and pitfalls for using experimental design in adult education research and evaluation studies. The paper helped the Department with its plans for using experimental designs in some of its "what works" evaluations. The paper was intended for internal use only.

Federal contact: *Nancy Rhett*

Assessment guide

ABE/ESL Portfolio Assessment Guidebook
Hanna Fingeret
Literacy South
Durham, NC

In 1993, Literacy South wrote a guidebook on portfolio-based assessment for adult basic education (ABE) and English as a second language (ESL). It is intended to help ABE and ESL instructors and

administrators in selecting assessment tools for measuring student attainment and instructional outcomes. The guide helps programs collect and analyze data on student attainment, as required by law. It also offers alternative methods for assessment of learning. Copies of the guide are available from the Educational Research Information Center (ERIC) and the National Technical Information Service (NTIS).

Federal contact: *James Parker*

Training in use of instructional technology

Instructional Technology Resource Guide for Staff Development
Donna Miller-Parker
Seattle, WA

Based on an analysis of research studies, this guide discusses strategies for designing and delivering inservice training for adult educators and volunteers who want to use instructional technology in their programs. It emphasizes working with learners in general adult basic education programs, with people learning English as a second language, and with adults with disabilities. Limited copies are available from the Division of Adult Education and Literacy Clearinghouse. Copies may also be obtained from the Educational Research Information Center (ERIC) and the National Technical Information Service (NTIS).

Federal contact: *Mary Lovell*

Management information system

Adult Education Management Information System
Scott Morris
Computer Network Resources
Hoboken, NJ

Computer Network Resources studied the electronic information management network within the Division of Adult Education and Literacy for a three-month period in 1993 to determine its capacity and future needs. From the technical information gathered, investigators made recommendations for an electronic data and information system capable of meeting future data analysis requirements. No product from this study is available.

Federal contact: *Ronald Pugsley*

Case study of four project evaluations

Longitudinal Study of Evaluations Conducted in the National Workplace Literacy Program
Judith A. Alamprese
COSMOS Corporation
Washington, DC

This initiative, conducted in 1993, is a developmental case study of evaluations of four projects funded by the National Workplace Literacy Program. All four projects evaluated their activities in each of three grant cycles and submitted evaluation reports to the Department of Education. The study identified successful evaluation and assessment techniques used in these leading projects and traced their development over time. The projects reflect a balanced geographical distribution and a balance among the types of service providers. A report is expected from this study in the fall of 1994.

Federal contact: *Sarah Newcomb*

Analyzing Census data on educational attainment

Tabulations of 1990 Census of Population Data on Adults
Judy Thorne, Julie Fleenor
Research Triangle Institute (RTI)
Research Triangle, Park, NC

This effort, commissioned in 1993, analyzed data collected in the 1990 Census of Population specific to adult educational attainment. The main categories of interest were adults' school enrollment, educational attainment, and language proficiency. The data were cross-tabulated with each data category and with age categories, income, poverty status, family composition, the presence of children under eight who were potentially eligible for participation in the Even Start program, language group, and other appropriate variables. Adult education target populations were also compared to state and national populations.

This analysis resulted in tables showing a national profile of the adult education target population as well as profiles of each state and the District of Columbia. The report, titled *Profiles of the Adult Education Target Population*, was issued in July 1993. An executive summary is available from the Division of Adult Education and Literacy Clearinghouse. The full report is available from RTI.

Federal contacts: *Ronald Pugsley*
Mike Dean

Analysis of Census data for special populations

Special Analyses of Census Data on Indians and Non-English Speakers
U.S. Bureau of the Census
Washington, DC

The National Center for Education Statistics (NCES) is sponsoring a project to support the U.S. Bureau of the Census in performing special subject matter tabulations and producing reports from the 1990 Census. NCES is coordinating the project, which involves collaboration among, and funding from, the Department's Office of Vocational and Adult Education, Office of Indian Education, and Office of Bilingual Education and Minority Language Affairs.

The Census Bureau will produce three major reports, one on language-minority populations, a second on the Indian population, and a third on educational attainment and enrollment. Adult education funds will be used to support analyses and tabulations describing the adult population and attainment. A special analysis report will be available in the fall of 1995 from the Division of Adult Education and Literacy Clearinghouse.

Federal contacts: *Ronald Pugsley*
Edith McArthur

Part VI

Technical Assistance to States and Local Providers

The following studies are intended to illuminate how and where technical assistance can be applied to yield the maximum results. These endeavors focus on a single issue or aspect of adult education. Frequently their purpose is to develop an assessment instrument, an evaluation guide, or a resource guide. Other studies identify exemplary practices within a program area. All, however, have as their ultimate goal the development of information for use on a day-to-day basis by adult education practitioners in the field.

Review of standardized tests

Testing and Assessment in Adult Basic Education and English as a Second Language Programs
Applied Behavioral and Cognitive Sciences, Inc.
San Diego, CA

This study, funded in fiscal year 1989, reviewed standardized tests used in programs of adult basic education and English as a second language. It critiques eight widely used tests, and discusses the use of tests for diagnosis and measurement of student progress. The report was issued January 1990 and is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contact: *Ronald Pugsley*

Guide for evaluating workplace programs

Evaluation Guidance for Workplace Literacy Programs
Applied Behavioral and Cognitive Sciences, Inc.
San Diego, CA

This project, funded in fiscal year 1990, produced a short guide on evaluating workplace literacy programs. The guide is designed for use by local project directors and evaluators of workplace literacy programs. It discusses formative and summative evaluation goals and methodology and describes alternative assessment instruments for workplace literacy projects. The guide, issued in 1991, is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contact: Sarah Newcomb

Technical assistance to state and local agencies on JOBS

JOBS Technical Assistance Project
National Alliance of Business
Washington, DC

The Job Opportunities and Basic Skills Training Program (JOBS), established under the Family Support Act of 1988, provides welfare recipients with opportunities to take part in education, job training, and work activities intended to promote self-sufficiency. JOBS requires coordination among education, training, and social service agencies in states and localities.

The U.S. Departments of Education, Labor, and Health and Human Services provided funds to support a major technical assistance project to help states and localities design, implement, and operate their JOBS programs. The project, begun in fiscal year 1989, was guided by an interagency JOBS Advisory Group. Project staff conducted policy and planning symposia; produced materials and guides on model programs and successful practices; conducted regional workshops on special topics such as design and marketing; consulted with up to eight states per year on operational concerns; and held coordinated meetings for key state and local officials and community, business, and volunteer leaders. A final report is expected to be issued in the fall of 1994.

Federal contact: George Spicely

Evaluation and data collection guidelines for states

State Evaluation Assistance Project
Pelavin Associates, Inc.
Washington, DC

Amendments to the Adult Education Act in 1988 (and further amendments under the National Literacy Act of 1991) require states to:

- Annually report data on programs receiving financial assistance under the Act;
- Evaluate a certain number of the programs each year during the four-year period of the State Plan; and
- Collect and analyze data, including standardized test data, as part of the evaluation to determine the effectiveness of programs.

Funded in fiscal year 1990, this project is helping states meet those requirements. It has involved state directors of adult education, who are responsible for ensuring compliance with the statutory evaluation requirements.

The project reviewed exemplary state evaluation activities, developed models for guidance, and provided training and technical assistance to states through workshops.

A major product resulting from the project is a "model for evaluation" that provides tables with evaluation topics, names the data that should be collected on each topic, notes the research methodology required, suggests instrumentation, and comments on barriers or limitations. For each topic, three levels of evaluation are presented—basic or minimal, enhanced, and optimal.

This project developed eight publications, all of which are available from the Division of Adult Education and Literacy Clearinghouse. The documents are:

- *Model Indicators of Program Quality for Adult Education Programs;*
- *Quality Indicators, Measures, and Performance Standards;*
- *Quality Indicators for Adult Education Programs: Lessons Learned From Other Programs;*

- *Synthesis of State Quality Indicators of Adult Education Programs;*
- *Program and Provider Perspectives on Developing Indicators of Program Quality;*
- *Primary and Secondary Indicators of Program Quality for Adult Education Programs;*
- *Evaluation Framework for the State Adult Education Program;* and
- *Implementing the Enhanced Evaluation Model: Lessons Learned from the Field Test.*

Federal contacts: *Mike Dean*
Ronald Pugsley

State administrative and evaluation requirements

Technical Assistance Project for State Accountability and Assessment
Pelavin Associates, Inc.
Washington, DC

This three-year project is designed to improve the capacity of state education agencies (SEAs) to meet the administrative and evaluation requirements of the Adult Education Act. The goals of the project include:

- Providing technical assistance to SEAs in the program planning, evaluation, monitoring, and administrative provisions of the Adult Education Act;
- Building the administrative capacity of SEAs to plan and evaluate their programs more effectively; and
- Expanding the capacity of SEAs to meet the increased accountability and program effectiveness requirements of the Act, as amended by the National Literacy Act.

Project activity focuses on four broad areas: (1) on-site technical assistance, (2) annual training institutes, (3) assistance assessing and using administrative technology, and (4) information dissemination and materials development. In addition, the project will develop and disseminate an administrative handbook for use by SEA staff and will

create and manage a Program Assessment and Information Center that will maintain information on standardized tests and other assessment measures. This project will submit a final report in 1997.

Federal contacts: *Mike Dean*
Nancy Rhett

Forum and survey on NLA implementation

State Implementation of the National Literacy Act
Pelavin Associates, Inc.
Washington, DC

Included in the National Literacy Act of 1991 (NLA) were amendments to the Adult Education Act requiring states to change significantly their operations and procedures. This project provided a forum at which state directors identified important implementation issues, including problems and barriers encountered and successful strategies used to implement the NLA. Pelavin Associates held a legislative forum for state directors to discuss problem areas and promising strategies and to share implementation experiences. In addition, the contractor surveyed nine states to obtain information on states' implementation of the Act, including which areas have been going well and which have proven difficult to implement. A synthesis of the conference discussion is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contacts: *Julia Shepherd*
Mike Dean

Conference to strengthen and coordinate services for Native Americans

National Conference on Indian Adult Education
Power and Associates, Inc.
Tempe, AZ

A National Conference on Indian Adult Education was conducted during October 12-14, 1994, in St. Paul, Minnesota, to strengthen adult basic education, family literacy, workplace literacy skills, and workforce training for Native Americans. The conference served as a forum for discussing and developing strategies to improve coordination among various federal and state agencies.

To help ensure coordination and collaboration among service providers, teams of 10 people from approximately 18 states were formed to attend

and interact during the conference. State attendees represented the adult education community, the Indian occupational education community, the Bureau of Indian Affairs, the Department of Labor, and the Department of Health and Human Services. These teams developed coordination plans for implementation in their respective states once the conference was over.

The conference proceedings will be written into a report that will be disseminated nationally. This document will recommend strategies for coordinating educational and social service agencies, to access and serve the adult Native American population more effectively. The final report will be available from Carroll Towey (see Appendix B) in February 1995.

Federal contacts: *Carroll Towey*
Barbara Vespucci

Transition strategies for low-literacy adults

Transitions: Building Partnerships Between Literacy Volunteers and Adult Education Programs
National Alliance of Business
Washington, DC

Under the auspices of this project, the National Alliance of Business facilitated a conference, Transitions: Building Partnerships Between Literacy Volunteers and Adult Education Programs, May 16-17, 1994. The conference focused on how providers of adult education can more effectively develop promising transition strategies in moving low-literacy adult learners into higher-level advanced basic education, adult secondary education, and English as a second language classes. Project staff gave technical assistance and training to state teams of literacy volunteer program administrators, practitioners, and State Directors of Adult Education concerning building partnerships among the service providers. The final report was submitted in the summer of 1994. A limited supply of the reports is available from the Division of Adult Education and Literacy Clearinghouse.

Federal contact: *Julia Shepherd*

Dissemination of survey results

Technical Assistance for the Dissemination of Findings from the 1992 National Adult Literacy Survey
National Alliance of Business
Washington, DC

This two-year project, which began in December 1993, is providing information to appropriate federal government agencies, to state directors of adult education and their staffs, and to the public concerning the findings of the 1992 National Adult Literacy Survey (NALS) and the implications of the findings for adult literacy instruction. The four major activities of the project are:

- Preparing briefing materials describing NALS, its results, and its policy implications;
- Training a core group of U.S. Department of Education staff so that these officials can respond to requests to the Department for information;
- Conducting forums to acquaint various public agencies, private associations, and the public with the 1992 NALS; and
- Preparing special-purpose tables from the 1992 NALS.

A notebook of information materials about NALS is available from the contractor.

Federal contacts: *Mary Lovell*
Dorothy Hunter

Teacher training and professional development

Professional Development Assistance Project
Pelavin Associates, Inc.
Washington, DC

This three-year project, begun in mid-September 1994, will support a variety of technical assistance activities to improve adult education professional development. The assistance is intended for states that have significant resources for teacher training, national volunteer organizations, teacher trainers in both universities and private organizations, and selected local providers.

Major activities in the first phase of the project include:

- Reviewing existing networking processes;
- Developing and implementing a National Professional Development Network among staff development specialists in state departments of education, universities, local programs, and other organizations; and
- Developing new training modules for workplace literacy programs and for staff training practices.

During the second phase in September 1995, the project will provide technical assistance to state and local staff trainers in the use of previously developed and current training modules, as well as in continued operation of the Network, and will conduct a national training conference for staff trainers and state staff on advanced practices in adult education training.

A final report is due in September 1997.

Federal contact: *Mike Dean*

Information, referral services, and publications

National ESL Clearinghouse on Literacy Education
Clearinghouse on Literacy Education (NCLE)
Washington, DC

The National Clearinghouse on Literacy Education (NCLE), an adjunct Educational Resource Information Center Clearinghouse (ERIC/NCLE), provides information, referral services, and publications about literacy instruction for limited-English-proficient adults and out-of-school youth. NCLE also has a database of English as a Second Language (ESL) and native language literacy programs and collects, analyzes, and abstracts documents in the area of limited-English-proficient adults. Publications development by the Clearinghouse include the NCLE Notes, ERIC Digests, annotated bibliographies, and the Language in Education series of monographs.

Federal contact: *Joyce Campbell*

Appendix A

Funding History of the Adult Education National Programs, 1992-1994

Table A-1
Adult Education National Programs:
Evaluation and Technical Assistance Activities

	FY 1992 Actual[a]	FY 1993 Actual	FY 1994 Continuations[b]	Total	Lead Office	Status	Type[c]
Evaluation of Federal Programs							
Design Guidance for Workplace Literacy Evaluations (RTI)	$75,000	–	–	$75,000	OUS	Completed	Development
State Implementation of the National Literacy Act (Pelavin)	115,000	–	–	475,000	OUS	Completed	Development
Effective Workplace Literacy Projects (Mathematica)[d]	474,458	0	0	474,458	OUS	Under way	Impact
National Evaluation of Adult Education Programs (D.A.)	242,000	88,000	–	2,728,000	OUS	Under way	Impact
National Evaluation of the Set-Aside for Teacher Training and Innovation in Adult Education (RMC)	217,730	321,464	–	539,194	OUS	Under way	Impact
Review of State Adult Education Grant Allocations (RTI)	65,542	–	–	65,542	OUS	Under way	Descriptive
State Set-Aside Evaluations (RTI)	–	162,991	–	161,991	OUS	Under way	Descriptive
Evaluation Data Syntheses for Adult Education Reauthorization (RTI)	–	198,462	–	198,462	OUS	Under way	Descriptive
Analyses of Longitudinal Data on Adult Education Clients (Pelavin)	–	387,261	–	392,000	OUS	Under way	Impact

	FY 1992 Actual[a]	FY 1993 Actual	FY 1994 Continuations[b]	Total	Lead Office	Status	Type[c]
Improving Local Practice							
Case Studies of Promising Family Literacy Programs (RTI)	–	149,994	–	149,994	OUS	Under way	Descriptive
Adult Numeracy Education: Agenda for Action (NCAL)	–	25,097	–	25,097	OERI	Under way	Development
Technical Assistance for the Dissemination of Findings from the 1992 National Adult Literacy Survey (NAB)	–	495,775	–	495,775	OVAE	Under way	Technical assistance
National ESL Clearinghouse on Literacy Education (NCLE)	–	299,998	150,000	449,998	OERI	Under way	Technical assistance
Using Technology to Improve Instruction and Administration							
Teacher Training Using Interactive Teleconferencing (NCAL)	–	118,513	81,786	200,299	OERI	Under way	Development
Planning for Adult Software Development (NCAL)	–	101,390	49,938	151,328	OERI	Under way	Development
Professional Development for Adult Educators							
ABE/ESL Teacher Training Project (Pelavin)	308,203	–	–	1,221,733	OUS	Completed	Technical assistance
Transitions: Building Partnerships Between Literacy Volunteers and Adult Education Programs [conference] (NAB)	380,000	11,413	–	391,413	OVAE	Completed	Technical assistance
Professional Development Assistance Project (Pelavin)	–	276,814	256,000	779,000	OVAE	Under way	Technical assistance

	FY 1992 Actual[a]	FY 1993 Actual	FY 1994 Continuations[b]	Total	Lead Office	Status	Type[c]
Issues in Welfare Reform							
JOBS Technical Assistance Project (NAB)	100,000	–	–	100,000	HHS	Completed	Technical assistance
JOBS Evaluation: Adult Education Study (MDRC)	966,656	–	500,000	2,235,713	HHS	Under way	Impact
Welfare Client Analyses and Review (MDRC)	–	368,000	–	368,000	HHS	Under way	Impact
Improving Performance and Evaluation Data							
State Information Network (Pelavin)	64,107	–	–	64,107	OUS	Completed	Development
Comparison of Adult Education Tests (Pelavin)	100,000	–	–	100,000	OUS	Under way	Development
Special Analyses of Census Data on Indians and Non-English-Speakers (Census)	–	54,067	–	54,067	OERI	Under way	Descriptive
Technical Assistance Project for State Accountability and Assessment (Pelavin)	856,534	234,023	500,000	1,590,557	OVAE	Under way	Technical assistance
Special Projects							
Commissioned Papers and Reports	34,770	78,000	–	112,770	OVAE	Under way	Development
National Conference on Indian Adult Education (Power)	–	114,999	–	114,999	OVAE	Under way	Development
Mexico Border Project (CAL, Inc.)	–	119,923	90,000	270,000	OVAE	Under way	Development
TOTAL	4,000,000	3,605,184	1,627,724				

Notes:

[a]Information on funding prior to 1992 is available from the 1993 version of this document.

[b]This column includes only continuations for projects started in earlier years. Information is not available on planned procurements with the remaining funds.

[c]The categories of projects cited in this column differ slightly from those given in the publication's main text. Types listed here are those used by the Department's administrative staff; those in the text were chosen to best convey the intent of the projects.

[d]The workplace literacy evaluation is being continued with Workplace Literacy Program funds.

Acronyms:

Federal Offices

Census – Census Bureau (U.S. Department of Commerce)
HHS – U.S. Department of Health and Human Services
NCAL – National Center for Adult Literacy (University of Pennsylvania, Philadelphia, PA)
NCLE – National Clearinghouse on Literacy Education for Limited-English-Proficient Adults (Center for Applied Linguistics, Washington, DC)
OERI – Office of Educational Research and Improvement (U.S. Department of Education)
OUS – Office of the Undersecretary, Planning and Evaluation Service (U.S. Department of Education)
OVAE – Office of Vocational and Adult Education (U.S. Department of Education)

Contractors

CAL, Inc. (Los Angeles, CA)
D.A. – Development Associates, Inc. (Arlington, VA)
Mathematica – Mathematica Policy Research, Inc. (Princeton, NJ)
MDRC – Manpower Demonstration Research Corporation, Inc. (New York, NY)
NAB – National Alliance of Business, Inc. (Washington, DC)
Pelavin – Pelavin Associates, Inc. (Washington, DC)
Power – Power and Associates, Inc. (Tempe, AZ)
RMC – RMC Research Corporation, Inc. (Portsmouth, NH)
RTI – Research Triangle Institute (Research Triangle Park, NC)

Other

ABE/ESL – adult basic education/English as a second language programs
ERIC – Educational Resources Information Center
JOBS – Job Opportunities and Basic Skills Training Program
LRCs – State Literacy Resource Center program
NALS – National Adult Literacy Survey by the National Center for Education Statistics
NLA – National Literacy Act of 1991

Table A-2
Adult Education National Programs: Special Subtotals

	FY 1992		FY 1993		FY 1994 Continuations	
	Funding	Percent of Total	Funding	Percent of Total	Funding	Percent of Total
Projects by Theme/Priority						
Federal program evaluations	$1,189,730	29.7	$1,132,605	28.8	$0	0.0
Improving local practice	0	0.0	970,864	24.7	150,000	10.9
Using technology	0	0.0	219,903	5.6	131,724	9.6
Professional development for adult educators	688,203	17.2	611,413	15.6	0	0.0
Welfare reform and adult education	1,066,656	26.7	368,000	9.4	500,000	36.5
Improving performance and evaluation data	1,020,641	25.5	288,090	7.3	500,000	36.5
Special projects	34,770	0.9	337,445	8.6	90,000	6.6
Total	*$4,000,000*		*$3,928,320*		*$1,371,724*	
Projects by Office						
OUS	$1,662,040	41.6	$1,282,599	32.7	$0	0.0
OVAE	1,271,304	31.8	1,678,656	42.7	590,000	43.0
OERI	0	0.0	599,065	15.2	281,724	20.5
OUS/HHS	1,066,656	26.67	368,000	9.4	500,000	36.5
Total	*$4,000,000*		*$3,928,320*		*$1,371,724*	

	FY 1992		FY 1993		FY 1994 Continuations	
	Funding	Percent of Total	Funding	Percent of Total	Funding	Percent of Total
Projects by Type						
Program impact	$1,900,000	47.5	$1,139,464	29.0	$500,000	36.5
Effective practices	0	0.0	0	0.0	0	0.0
Descriptive studies	65,542	1.6	565,202	14.4	0	0.0
Development and design	388,877	9.7	582,445	14.8	221,724	16.2
Technical assistance and training	1,644,737	41.1	1,641,209	41.8	650,000	47.4
Total	*$4,000,000*		*$3,928,320*		*$1,371,724*	
Appropriation or President's budget request	$4,000,000		$3,928,320		$3,928,000	
Remainder	0		0		2,556,276	

Appendix B

Federal Contacts

Appendix B

Federal Contacts

DIVISION OF ADULT EDUCATION AND LITERACY
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-7240
202-205-8270

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ESL, National English Literacy
202/205-5412

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Regulations, Data Center
202/205-9294

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Education Program Specialist
Technology and Learning, Research
202/205-9258

Sarah Newcomb
Education Program Specialist
Workplace Literacy Program
202/205-9872

James Parker
Education Program Specialist
Homeless Program
202/205-5499

Ronald Pugsley
Acting Director, Division of Adult Education and Literacy
Chief, Program Services Branch
202/205-9872

Julia Shepherd
Chief, Program Improvement Branch
202/205-9685

George Spicely
Education Programs Specialist
Section 353, JOBS, State Literacy Resource Centers
202/205-9720

Carroll Towey
Senior Program Advisor
Program Services Branch
202/205-9791

OFFICE OF THE UNDERSECRETARY
Planning and Evaluation Service
U.S. Department of Education
Room 3127, FOB-6
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202/401-3630

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202/401-3630

Nancy Rhett
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202/401-3630

Barbara Vespucci
Program Analyst
202/401-3630

OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT
National Center for Education Statistics (NCES)
U.S. Department of Education
555 New Jersey Avenue
Washington, DC 20202-5741
202/219-1828

Andrew Kolstad
Chief, Design and Analysis Branch
202/219-1773

Edith McArthur
Statistician-Demographer, Policy and Review Branch
202/219-1442

Appendix C

Where to Obtain Documents and Other Products

Appendix C

Where to Obtain Documents and Other Products

PUBLIC AGENCIES

U.S. Department of Education Clearinghouse
Division of Adult Education and Literacy
Office of Vocational and Adult Education
Washington, DC 20202-7240
Fax: 202/205-8973

Educational Research Information Center (ERIC)
Office of Educational Research and Improvement
555 New Jersey Avenue, N.W.
Washington, DC 20208-5720
Telephone: 202/357-6289
Fax: 202/357-6859

To place orders, contact:
ACCESS ERIC, 1-800-USE-ERIC
Fax: 301/251-5212

National Center for Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
Telephone: 215/898-2100
Fax: 215/898-9804

National Center for Education Statistics
Room 517A
555 New Jersey Avenue, NW
Washington, DC 20208
Telephone: 202/219-1442

National Clearinghouse for ESL Literacy Education
1118 22nd Street, NW
Washington, DC 20037
Telephone: 202/429-9292
Fax: 202/429-5641

National Institute for Literacy
800 Connecticut Avenue, N.W.
Washington, DC 20006
Telephone: 202/632-1500
Fax: 202/632-1512

National Technical Information Service (NTIS)
Technical Administration
U.S. Department of Commerce
5285 Port Royal Road
Springfield, VA 22161
Telephone: 703/ 487-4630
TDD (For hearing impaired only): 703/ 487-4639
Fax: 703/ 321-8547

U.S. Government Printing Office
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Order Line: 202/783-3238

PRIVATE CONTRACTORS

Aguirre International
411 Bores Avenue, Suite 402
San Mateo, California 94402
Telephone: 415/349-1842

CAL, Inc.
3600 Whittier Boulevard
Los Angeles, CA 90023
Telephone: 213/263-0680

COSMOS Corporation
11735 I Street, NW
Suite 613
Washington, DC 20006
Telephone: 202/728-3939

Development Associates, Inc.
1730 North Lynn Street
Arlington, VA 22209
Telephone: 703/276-0677

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Telephone: 609/921-9000

Manpower Demonstration Research Corporation
Three Park Avenue
New York, NY 10016
(212) 532-3200

Mathematica Policy Research, Inc.
600 Maryland Avenue, S.W.
Suite 550
Washington, DC 20024

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005-3917
Telephone: 202/289-2875

Pelavin Associates, Inc.
2030 M Street, N.W., Suite 800
Washington, DC 20036
Telephone: 202/785-3308

Power and Associates
1627 East Mahatton Drive
Tempe, AZ 85282
Telephone: 602/491-6646

Research Triangle Institute
Center for Research in Education
P.O. Box 12194
Research Triangle Park, NC 27709-2194
Telephone: 919/541-6332

RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
Telephone: 1-800-258-0802

Slaughter & Associates
5819 Manton Avenue
Woodland Hills, California 91367
Telephone: 818/888-1730

Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850
Telephone: 301/251-1500